

KIPP DC 2012-13 Program Evaluation

Title Program Evaluation

Over the 2012-2013 school year, Title I and Title II funds supported two critical components to KIPP DC - educational structure and hiring and retention of effective teachers. Title I setaside funds contributed to parent involvement initiatives and addressing the Social, Emotional, and Health needs of FARM students at KIPP DC Promise Academy.

Educational Structure

KIPP DC has increased the amount and quality of learning time for all of our students by establishing an extended day/extended year structure. This allows KIPP DC schools to provide a minimum of 90 minutes of instruction in reading and 90 minutes of instruction in math daily without sacrificing science, social studies, physical education, arts, and other instructional areas. In order to recruit the best instructional staff to take on that extra time and the best support and administrative staff to support and enable the success of all instructional initiatives, KIPP DC offers innovative compensation structures, ensuring that the network can attract and retain the highest quality talent.

Teacher Effectiveness & Retention

KIPP DC uses Title funds to support the hiring and retention of highly qualified teachers. Specifically, KIPP DC covers 100% of all KIPP DC employees' monthly premiums for their individual healthcare coverage via Carefirst Blue Cross Blue Shield and dental coverage via MetLife. This decision was made as a conscious effort to be extraordinarily competitive as an employer as we recruit and retain high quality staff throughout all KIPP DC. Through this initiative, KIPP DC is able to attract the best teachers and staff, and as a result KIPP DC is better able to provide the best education and support to its students. Every employee at KIPP DC contributes to this educational mission and has been recruited with this top-shelf benefit structure. During the 2012-2013 school year, KIPP DC used Title funds towards the healthcare premiums for individual coverage for our employees, allowing KIPP DC to continue providing these excellent benefits to our employees and recruiting top candidates.

Parent Involvement

The annual KIPP DC Parent Involvement Survey, indicated parents' strong desire to have constant access to our staff, both during school hours and after normal school hours. Accordingly, KIPP DC has established a policy of providing a KIPP DC-paid and -issued cell phone to all staff expressly for the purpose of having constant contact and access to and from KIPP DC parents. Over the 2012-2013 school year, Title I funds contributed to the cost KIPP DC incurred to provide cell phones to all teachers and staff.

Additionally, KIPP DC supports parental involvement by visiting every KIPP DC family in their home upon their student's matriculation into the network; developing weekly behavioral and academic progress reports for students to take home to parents to be signed; holding a

minimum of quarterly parent teacher conferences designed to discuss student progress; hosting periodic parent nights that include trainings designed to equip parents with the skills they need to support student achievement in the home; and surveying parents annually, at a minimum, to gather both parent satisfaction data and data to inform future programmatic decisions.

Promise Academy: Students' Social, Emotional, and Health Needs

In addition to efforts implemented at all KIPP DC schools, a full time social worker was hired to address the social emotional and health needs of FARM students at Promise Academy. Specifically, the Social Worker provided group and individual therapy and classroom support to FARM students; conducted functional behavior assessments and developed and monitored behavior intervention plans; provided support and consultation to teachers; provided crisis intervention; coordinated programming on character development; served as school liaison to social service agencies and community; and monitored and addressed student attendance. In addition to providing information and counseling for students, the social worker helped students, parents and school staff work together to solve problems by communicating and providing referrals to other resources.

KIPP DC RESULTS

Teacher Effectiveness and Retention

Over the 2012-2013 school year, all KIPP DC teachers participated in a comprehensive Teacher Evaluation Cycle. The Teacher Evaluation Cycle consists of 5 stages – Goal Setting, Coaching & Observing, Mid-Year Evaluation, Teacher Action Plan creation, and End-of-Year Evaluations. At the conclusion of the evaluation cycle, 76% of KIPP DC teachers were rated either effective or highly effective.

At the conclusion of the 2012-2013 school year, KIPP DC partnered with The New Teacher Project (TNTP) to administer TNTP's unique teacher survey tool, Instructional Culture Insight. This survey is designed to quickly pinpoint strengths and weaknesses of a school's instructional culture and define clear priorities for improvement. Results of TNTP's 2012-2013 Instructional Culture Insight Survey indicate that the 61% of effective and highly effective teachers plan to stay with KIPP for at least one year:

| | DC Charter Site-Wide Averages | KIPP DC Network Average |
|---|--|--|
| % of teachers planning to leave this year or next year | 42% | 40% |
| Subset of teachers planning to leave this year or next and teach locally | 41% | 33% |
| % of Highly Effective/Effective rated teachers leaving this year or next year | 41% | 39% |
| Subset of Highly Effective/Effective teachers who plan to leave this year or next and teach locally | 40% | 30% |

Parent Involvement

Annually KIPP DC conducts a Parental Involvement Survey across all schools. KIPP DC's 2011-2012 Parental Involvement survey indicated that more than 90% of KIPP DC parents are "Satisfied" or "Highly Satisfied" with their school and over 90% of early childhood and elementary families chose to re-enroll their students for the 2012-2013 school year. In addition, parents expressed a strong desire constant access to our staff, both during school hours and after normal school hours. Accordingly, KIPP DC established a policy of providing a KIPP DC-paid and -issued cell phone to all staff expressly for the purpose of having constant contact and access to and from KIPP DC parents.

Promise Academy: Students' Social, Emotional, and Health Needs

The full time Social Worker at Promise Academy directly supports the social, emotional and health needs of FARM students. The Social Worker provides group and individual therapy and classroom support to FARM students; conducts functional behavior assessments and develop and monitor behavior intervention plans; provides support and consultation to teachers; provides crisis intervention; coordinates programming on character development; serves as

school liaison to social service agencies and community; and monitors and address student attendance.

In the 2012-2013 school year, DC CAS scores have significantly improved at Promise Academy. In 2011-2012 on the DC CAS, 28% of third-graders were proficient or advance in reading and 52% of third-graders were proficient or advanced in math. In 2012-2013 63% of students tested proficient or advanced in math and 56% tested proficient or advanced in reading. In addition, the average daily attendance remained stable at 97% from 2011-2012 to 2012-2013.

Individual School Results: Student Achievement and Attendance Rates

Throughout the school year, KIPP DC measures student achievement in a variety of ways, including students' mastery of standards by content area, growth within each year, and college-readiness indicators. Multiple assessments are used to provide a complete picture of a student's performance, with the two most prominent assessments being the District of Columbia Comprehensive Assessment System (DC CAS) and the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). Both tests are aligned with Common Core State Standards and, in addition, the NWEA MAP measures progress on college- and career-readiness indicators. The NWEA MAP is a nationally-normed assessment administered in the beginning, middle, and end of year in grades K-11. KIPP DC sets aggressive but achievable goals around proficiency and growth on the DC CAS, as well as the percentage of students meeting grade-level college readiness benchmarks and growth standards on the NWEA MAP. Below is a summary of KIPP DC's student achievement results over the 2012-2013 school year:

KIPP DC KEY Academy

On the DC CAS, 86% of KEY students were proficient or advanced in math and 76% of KEY students were proficient or advanced at reading. Of note, 90% of 8th grade students at KEY Academy were proficient or advanced at both Math and Reading. KEY Academy's attendance rate for the 2012-2013 school year was 97.2%.

KIPP DC AIM Academy

On the DC CAS, 78% of students at AIM Academy were proficient or advanced in math and 58% were proficient or advanced in Reading. Notably, 90% of students in grades 7 and 8 were proficient or advanced in math and over 68% proficient or advanced in reading. AIM Academy's attendance rate for the 2012-2013 school year was 96.7%.

KIPP DC WILL Academy

On the DC CAS, 79% of students tested at proficient or advanced in math and 62% students tested proficient or advanced in reading. Most notably, 88% of eight grade students were proficient or advanced in math. WILL Academy's attendance rate for the 2012-2013 school year was 97.3%.

KIPP DC LEAP Academy

98% of LEAP Academy students made 4 standard score points worth of growth or achieved a standard score of 86 on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 78% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 82% of student met or exceeded growth targets in reading. PreK3 and PreK4 classes had an average daily attendance of 95.2%, exceeding their goal of 88%. Kindergarten had an attendance rate of 96.1%, exceeding their goal of 92%.

KIPP DC Discover Academy

94% of Discover Academy students made 4 standard score points worth of growth or achieved a standard score of 86 on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 88% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 75% met or exceeded growth targets in reading. PreK3 and PreK3 classes had an average daily attendance of 95%, exceeding their goal of 88%. Kindergarten had an attendance rate of 94.9%, meeting their goal of 92%.

KIPP DC Grow Academy

84% of Grow Academy students made 4 standard score points worth of growth or achieved a standard score of 86 on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 87% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 75% of students met or exceeded growth targets in reading. PreK4 and PreK3 classes had an average daily attendance of 96.6%, exceeding their goal of 88%. Kindergarten classes had an average daily attendance of 97.4%, exceeding their goal of 92%.

KIPP DC Promise Academy

77% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), exceeding their target of 60%. 76% of students met or exceeded growth targets in reading on the NWEA MAP, exceeding their target of 60%. 81% of first and second grade students met or exceeded math college readiness targets, and 99% of first and second grade students met or exceeded reading college readiness targets on the NWEA MAP. On the DC CAS, 63% of students tested proficient or advanced in math and 56% tested proficient or advanced in reading. Students had average daily attendance of 96.9%, exceeding the goal of 92%.

KIPP DC Lead Academy

93% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), exceeding their target of 60%. 92% of students met or exceeded growth targets in reading on the NWEA MAP exceeding their target of 60%. 95% of students met or exceeded math college readiness targets, and 94% of

students met or exceeded reading college readiness targets on the NWEA MAP. Students had average daily attendance of 95.8%, exceeding the goal of 92%.

KIPP DC Heights Academy

59% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP). 70% of students met or exceeded growth targets in reading on the NWEA MAP, exceeding their target of 60%. 90% of students met or exceeded math college readiness targets, and 76% of students met or exceeded reading college readiness targets on the NWEA MAP. Students had average daily attendance of 96.5%, exceeding the goal of 92%.

KIPP DC College Preparatory

Based on 2013 DC CAS results, KIPP DC College Prep is one of the top performing non-selective high schools in Washington, D.C. 87% of students were proficient or advanced in math, and 68% of students were proficient or advanced in reading. In 2013, students at KIPP DC College Preparatory achieved 25 passing Advanced Placement (AP) scores! Our high school students boasted impressive scores on many different AP exams, including English Literature, Calculus - AB, Chemistry, and U.S. Government. For six of the seven exams administered, our students exceeded the 2012 State Public School Pass Rate for African American students, and in four out of the seven exams, our students exceeded the overall 2012 State Public School Pass Rate. 100% of KIPP DC College Preparatory students were accepted to college, and KIPP DC's cohort graduation rate was over 90%. Attendance for the 2012-2013 school year was 96.6%, exceeding the school goal of 92%.

CONCLUSION

The results highlighted above have provided us with useful information that has informed our strategy of educating our students. We will continue to invest in recruiting and retaining high quality teachers, focus efforts on ensuring families have effective methods of involvement in their student's education and continue to innovate how we support the ongoing needs of our students. We will continue to provide professional development and attractive benefits to our teachers and staff to ensure high quality individuals strive to fulfill our extended learning model. We will continue to be sensitive to the needs of families and ensure the methods of family involvement are effective and desirable based on parent feedback. We will also continue to evaluate and adjust services and support to satisfy the ongoing needs of KIPP DC students.